

**RE– Key Stage One
Progressive statements**

Year Group	<p align="center">Attainment Target 1: Engaging Encounter with Religion through....</p> <p>Multi-sensory experiences, exploring religious art and decoration, visiting places of religious significance, handling religious artefacts, drama and dance, meeting people from faith communities, stories, stillness and reflection, personal research, touching, discussion, pictures, observing rituals, music, films, conducting interviews, tasting, and reading</p>	<p align="center">Attainment target 2: Reasoned Responses to Religion through.....</p> <p>Making choices, recording responses, art, discussing religious and moral issues, physical, personal reflection, belief into action, formulating own enquiry questions, personal choices and responsibility, posing open-ended questions, music, evaluating religious belief and practice, exploring different characters, sharing life experiences, creative writing, attempting to understand another point of view, listening to other people, showing respect for beliefs, cultures and values different from your own</p>
Year R /1	<ul style="list-style-type: none"> • I can remember a Christian (Hindu etc) story and talk about it • I can recognise objects that are special to Christians (Hindus etc) • I can recognise religious symbols and words and talk about them 	<ul style="list-style-type: none"> • I can talk about things that happen to me • I can talk about what I like or dislike in a story • I can talk about what is important to me and why
Year 2	<ul style="list-style-type: none"> • I can say some things that people believe about God and tell a Christian (Hindu) story • I can talk about some things that are the same for different religious people • I know that some Christian (Hindu) symbols stand for and I can say what some of the art (music etc) is about • I can talk about what is important to others and those who have a religious belief with respect for their feelings 	<ul style="list-style-type: none"> • I can talk about what happens to others with respect for their feelings • I can talk about some things in stories that make people ask questions • I can talk about some things that are wrong and some things that are right

**RE – Lower Key Stage Two
Progressive statements**

Year Group	Attainment Target 1: Engaging Encounter with Religion through....	Attainment target 2: Reasoned Responses to Religion through.....
Year 3	<p>Multi-sensory experiences, exploring religious art and decoration, visiting places of religious significance, handling religious artefacts, drama and dance, meeting people from faith communities, stories, stillness and reflection, personal research, touching, discussion, pictures, observing rituals, music, films, conducting interviews, tasting, and reading</p> <ul style="list-style-type: none"> • I can describe what a believer might learn from a religious story • I can describe how and why believers use holy books, (places, stories etc) • I can identify the religious beliefs, which may be contained in religious art (music etc) 	<p>Making choices, recording responses, art, discussing religious and moral issues, physical, personal reflection, belief into action, formulating own enquiry questions, personal choices and responsibility, posing open-ended questions, music, evaluating religious belief and practice, exploring different characters, sharing life experiences, creative writing, attempting to understand another point of view, listening to other people, showing respect for beliefs, cultures and values different from your own</p> <ul style="list-style-type: none"> • I can compare some of the things that influence me with those that influence other people • I can compare my ideas about life with those of other people • I can link the things that are important to me and other people to the way I behave and think • I can ask important questions about religion
Year 4	<ul style="list-style-type: none"> • I can make comparisons between the beliefs and ideas of some religions and show how they are connected to believers' lives • I can express my beliefs / ideas / feelings in styles and words used by believers and explain what they mean • I can describe how people show religion is important in their lives 	<ul style="list-style-type: none"> • I can ask questions about what influences the lives of believers and suggest appropriate answers • I can explain different things that might be involved in belonging to a religion • I can ask questions about life and suggest appropriate answers – with reference to some religions • I can ask questions about the decisions people make – including believers – and I can suggest what might happen as a result of different decisions

**RE – Upper Key Stage Two
Progressive statements**

Year Group	<p align="center">Attainment Target 1: Engaging Encounter with Religion through.... Multi-sensory experiences, exploring religious art and decoration, visiting places of religious significance, handling religious artefacts, drama and dance, meeting people from faith communities, stories, stillness and reflection, personal research, touching, discussion, pictures, observing rituals, music, films, conducting interviews, tasting, and reading</p>		<p align="center">Attainment target 2: Reasoned Responses to Religion through..... Making choices, recording responses, art, discussing religious and moral issues, physical, personal reflection, belief into action, formulating own enquiry questions, personal choices and responsibility, posing open-ended questions, music, evaluating religious belief and practice, exploring different characters, sharing life experiences, creative writing, attempting to understand another point of view, listening to other people, showing respect for beliefs, cultures and values different from your own</p>	
Year 5	<ul style="list-style-type: none"> • I can recognise some of the main beliefs / ideas shared by some religions and can explain how these make a difference to the lives of believers • I can recognise some of the main practices shared by some religions and can explain how these make a difference to the lives of believers • I can compare similarities and differences within and between religions • I can use what I have learned in RE to compare my views about moral issues with those of others – including believers • I can explain how some religions provide answers to ultimate questions 		<ul style="list-style-type: none"> • I can use what I have learned in RE to compare my identity and my experience with that of others – including believers • I can use what I have learned in RE to compare my ideas about life with those of others including believers • I can explain some of the challenges that belonging to a religion involves 	
Year 6	<ul style="list-style-type: none"> • I can show my understanding of religious beliefs, practices and ideas and how they may belong to a particular group within a religion • I can see reasons for peoples’ beliefs and ideas, whether I agree with them or not • I can show my understanding of how religious beliefs and ideas may be expressed in different ways and how groups or individuals may use particular form of expression • I can use religious and philosophical vocabulary to talk about religion and beliefs 		<ul style="list-style-type: none"> • I can relate different religious perspectives on the meaning of life to my own and others’ views • I can relate different religious perspectives on the meaning of my life to my own and others’ views • I can explain some of the challenges about values and commitment that belonging to a religion involves 	

